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ABSTRACT

Results of a follow-up study of school of education graduates are presented. The first of a four-part questionnaire requested personal background information. The second part inquired about competencies gained through education that could be applied to work and to living. The third part requested information concerning the relevance of the college experience to actual teaching experiences. Contained in the fourth part was a self-rating sheet for respondents to assess their respective abilities as professional teachers. Three open-ended questions were included about the university itself, its teacher education program, and the adequacy of the questionnaire. (Author/JD)

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# Summary Report:

# Survey of Spring 1977 Teacher Education Graduates

# East Carolina University

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The East Carolina University Division of Academic Affairs

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## Survey of Spring 1977 Teacher Education Graduates

### Summary-Report

In compliance with the requirement of The National Council for Accrediting Teacher Education that an "institution conduct a well-defined plan for evaluating its teacher education programs," the East Carolina University Office of Institutional Research and the Office of the Vice Chancellor for Academic Affairs conducted a survey in January, 1978, of all Spring 1977 teacher education graduates.

The survey instrument was a four-part questionnaire similar to one used at East Carolina University in a previous follow-up study of teacher education graduates in 1970. The first part requested personal background information such as age, specialization, degree, and present position. The second part inquired about the competencies gained through education that could be applied to work and to living. The third part requested information concerning the relevance of the college experience to actual teaching experiences. Contained in the fourth part was a self-rating sheet for respondents to assess their respective abilities as professional teachers. This section was followed by three open-ended questions about the university itself, its teacher education program, and the adequacy of the questionnaire.

The questionnaire was mailed to 1,170 graduates at both the bachelor's and master's degree level in all fields of specialization. Of these, 66 questionnaires were returned as undeliverable. Two hundred and eighty-six (286) questionnaires were completed and returned making a usable response rate of 26%. This compares to a 48% response rate achieved in the 1970 survey.

## Findings

### I. Background Information about Respondents

A copy of the questionnaire showing response numbers and percentages is contained in the Appendix. The majority of the respondents (96%) were Caucasian and most (75%) were females. The age range varied from 21 to 56 years, but 77% were under 30 and more than half of these were in the 21-23 age range. Over half (61%) had received their bachelor's degree while 38% had received a master's degree. Most (91%) had been classified as North Carolina residents while seeking their degree and most (93%) were certified to teach in North Carolina. However, only a little over half (64%) were presently teaching in North Carolina. Another 7% were teaching outside of North Carolina, while 84 (29%) were not teaching at the time of the survey. This finding corresponds almost exactly with the 1970 figure of 28% non-teaching. The most prevalent reasons for not presently teaching were: no jobs available (33%), other jobs including counseling and temporary appointments (34%), and graduate school (21%). The thirty-three percent stating that no jobs were available had increased greatly from the 1970 figure of 14% stating no jobs were available.

Probably related to this latter finding, the percentage who felt satisfied with choosing education as their undergraduate major declined from 88% in 1970 to 77% in 1978. Most (82%) still considered themselves prepared as well as or better than graduates from other institutions. Of these, 19% felt their preparation was "much better." Only 3% felt their preparation was "worse."

Fifty-nine (22%) said their present employment was not directly related to their field of study. When asked why they chose a job not related to their field of study, 60% of these said they could not find appropriate jobs in their field, while another 29% said they had developed a new career interest.

As for the specific area of major specialization, the largest group (28%) was still elementary education majors, a drop from the 1970 figure of 39% in this specialization. There was also a large decrease in the percentage of English majors and slight decreases in the areas of physical education, home economics, history, library science, and foreign languages. There were slight increases in science education, business education, industrial arts, music, and learning disabilities. However, 70 (24%) were in categories not mentioned in the 1970 study: these were mainly in special education (9%), counselor education (7%), and educational administration (6%).

II. Competencies Gained and Applied in Work and Life

Looking at the findings in the rating categories concerning skills possessed by the respondents, many (60-70%) felt they possessed to a large extent the ability to comprehend written material, cooperate with a work team, follow instructions, and work independently. They were less sure of themselves in the areas of writing and speaking effectively, supervising and leading, and organizing time in that less than 50% of the respondents felt they possessed these to a large extent. The respondents felt least adequate in the area of computer skills, mathematical skills, research skills, and persuasion.

In considering section B - the extent to which these skills were enhanced by their degree - the abilities to meet deadlines, to work independently, and to follow instruction were enhanced to a large extent for about 50%. About 40% or more felt that their speaking ability, research skills, group cooperation, and accuracy with details were enhanced to a large extent by their degree. Again, the use of computers was the least enhanced. Mathematical skills, persuasion, dealing with the public, and supervising were also not strongly enhanced. An interesting observation is that only 34% felt that their writing skills were enhanced to a large extent while 23% said it was enhanced to only a small extent and 3% said it was not enhanced at all. For speaking ability, only 41% said it was enhanced to a large extent, while 16% said it was enhanced only to a small extent and 4% said it was not enhanced at all.

For section C, the application of these skills at work, 72% felt that speaking ability is applied to a large extent in their jobs. Likewise, supervising, dealing with the public, organizing time, working independently, following instructions, meeting deadlines, and cooperating were skills that 60-70% felt were needed to a large extent. Computer skills and mathematical computations were the least needed. Research skills were not felt to be especially needed -- only 23% felt they were needed to a large extent while 11% felt such skills were not needed at all. In addition, it was not felt that writing effectively was highly needed: 39% felt it was needed to a large extent, but 22% felt it was needed to only a small extent and 7% felt it was not needed at all.

In examining section D - the extent these abilities are applied in everyday living - about 50% felt that working independently, organizing their time, meeting deadlines, and speaking effectively were applied to a large extent. Over 40% felt that comprehending written material, dealing with the public, and following instructions were also applied to a large extent in everyday living. Least needed were computer skills, research and library skills, mathematical skills, and persuasion.

Looking at Table I, a summary of the mean scores for each skill in each of the four areas just discussed, there appears to be a high correlation of the means across all four areas for each skill. Another observation is that the respondents seem to possess skills or apply them at work more than they feel that these skills apply to everyday life or were enhanced by their degree.

In evaluating needed improvements in skill preparation during pursuit of a degree, it might be noted that speaking effectively, supervising, dealing with the public, organizing time effectively, and developing new approaches to problems seemed to be skills needed at work to a larger extent than was possessed by the respondents, yet these skills did not seem to be strongly enhanced by their degree.

On the other hand, research and library skills seemed to be more enhanced in pursuit of a degree than they were applied at work or in everyday life. Again, computer skills, mathematical computation, and numerical interpretation did not seem to be enhanced by a degree nor were they applied at work or in everyday life.

III. The Relevance of Your College Experience

This section dealt with 25 areas of college experience which, directly or indirectly, help equip a graduate with the necessary skills and/or understandings to become a satisfactory classroom teacher. Comparisons to the 1970 findings will be stated where relevant.

Ninety percent of the respondents felt that required subject matter courses were "important" or "very important" to teaching but only 78% felt that these courses were of "very much" or "much" help. The perceived importance of this area is greater than the perceived development acquired during the college experience. This was true of every other area questioned. This gap was also noted in most areas in the 1970 study, but in some cases the gap has widened. This was especially true for the observation of classroom activity via closed circuit television and the in-person observation of classroom activity which, in both cases, increased in perceived importance as compared to the 1970 study yet decreased in perceived preparation as compared to the 1970 study. There was also a wider gap between perceived importance and perceived development in the area of standards - both for grades and admission. The area of courses dealing with reading problems was not covered in the 1970 study, but in the current study, there appears to be a large gap with 75% feeling that this area is "important" or "very important" while only 43% felt that these courses were "of help" or "of much help."

In comparing the areas to each other, required courses in the subject matter area were considered more important than elective courses in the subject matter area. The most important area was considered to be student teaching while the least important areas were perceived as the general education courses, both required and elective, and the elective courses in psychology, as well as dormitory living.

In comparison to the 1970 study, "dormitory living" and "relationship with other students" decreased in importance while "informal contacts with faculty" increased in importance. In regard to perceived development in this area, both "dorm living" and "student relationships" decreased while "faculty contacts" remained the same.

IV. About Your Teaching

In answering questions concerning their teaching, the respondents indicated a strong affirmative rating on the following items: being friendly to students and colleagues (98%), avoiding discrimination and stereotyping (91%), cooperating with principal and supervisors (96%), refraining from criticizing co-workers in front of the students (89%), performing school duties conscientiously (98%), and being careful about personal appearance (97%).

The weakest response came to the question on conscientiously observing before-class and after-class hours where only 80% of the respondents gave a strong affirmation.

In comparison to the 1970 mean scores, all areas increased positively (especially personal appearance) except two -- criticism of co-workers and cooperation with principal and supervisors.

V. Open Ended Questions

Approximately 50% of the respondents chose to comment on their teacher education program at East Carolina University. Of these, approximately 48% made comments that were generally favorable. A typical comment:

> "The teacher education program at East Carolina University is a very good one. This is not realized until one is actually teaching. Student teaching particularly was a great learning experience; I learned more during that time than I did in East Carolina University classrooms."

Two respondents praised the graduate program in the School of Education.

Over half (52%) made comments that were less than favorable. The most frequent criticism related to the need for more practical courses and experiences such as reading skills courses and earlier student teaching. Many stated that there was a need for more emphasis on methods courses in specific subjects, and indicated that education courses taught by the School of Education were weak and of little value. Opinions further indicated that too much emphasis was focused on materials, irrelevant details, and history. Instructors were often cited as being "behind in the times" as far as "real" educational situations were concerned. Some respondents felt that education instructors should go to real classrooms outside the University more often in order to gain a more realistic perspective of the problems facing teachers today. Many requested that the School of Education be more selective in their instructors as well as their students in order to improve quality.

Advising of students was cited as poor, and several respondents pointed out the need for better information concerning the job market. Some were bitter about not finding a job in teaching after spending four years to obtain the education; they recommended better and earlier advice about the job market for teachers.

Although most opinions about student teaching were good, some were not. A perceived lack of communication between the University professors and the local supervising teacher was evident. A typical comment was:

> "I was taught to write lesson plans one way by my Education professor; however, my student teaching supervisor wanted them written another way. I made a lower grade than I expected because the supervisor didn't like the way I wrote lesson plans."

Most of the respondents (70%) had favorable comments about East Carolina University. Two such comments were:

> "I was told that a large public university would be very impersonal and uncaring. At East Carolina University I found the opposite to be true. All the people I came in contact with were very concerned and considerate."

> "I feel that teachers graduating from East Carolina University are better qualified than most I know from other schools."

The two most mentioned suggestions for improvement were to raise the standards of the school and to recommend some administrative changes, particularly in the area of registration. Typically:

> "I was disgusted with the registration procedures. I had difficulty getting my required courses and had to choose electives on the basis of what was not closed. I had a poor advisor who was unaware of many policies and procedures."

In regard to the questionnaire, most comments were favorable with respondents being pleased that their opinions were requested and hoping that their responses might be beneficial for the teacher education program. The two main criticisms were that more detail was needed in some of the sections and that the survey seemed irrelevant in parts.

## APPENDIX

### Survey of Spring 1977 Teacher Education Graduates

#### Section I - Background

1. Your name (optional)

2. Age:

| | | |
|---|---|---|
| 21 - 23 | 132 | (46%) |
| 24 - 29 | 88 | (31%) |
| 30 & Over | 65 | (23%) |

3. Sex:

| | | |
|---|---|---|
| (1) Male | 72 | (25%) |
| (2) Female | 214 | (75%) |

4. Race:

| | |
|---|---|
| (1) American Indian | ( 0.7%) |
| (2) Asian | ( 0.0%) |
| (3) Black | ( 3.0%) |
| (4) Hispanic | ( 0.0%) |
| (5) White | (96.0%) |

5. Most recent degree from East Carolina University:

| | | |
|---|---|---|
| (1) Bachelor's | 173 | (61.0%) |
| (2) Master's | 108 | (38.0%) |
| (3) 6th Year Certificate | 4 | ( 1.0%) |
| (4) Certificate of Advanced Study | 1 | ( 0.3%) |

6. Major:

| | | | 1970 Results | |
|---|---|---|---|---|
| Biology | 6 | ( 2.1%) | 7 | ( 2.0%) |
| Elementary Education | 79 | (27.6%) | 139 | (39.0%) |
| Adult Education | 4 | ( 1.4%) | | |
| Special Education | 27 | ( 9.4%) | | |
| Learning Disabilities | 10 | ( 3.5%) | 4 | ( 1.0%) |
| Counselor Education | 21 | ( 7.3%) | | |
| Educational Administration | 17 | ( 5.9%) | | |
| Curriculum | 1 | ( 0.3%) | | |
| Science Education | 9 | ( 3.1%) | 2 | ( 1.0%) |
| Business Education | 11 | ( 3.8%) | 8 | ( 2.0%) |
| Industrial Arts | 9 | ( 3.1%) | 8 | ( 2.0%) |
| Health Education | 1 | ( 0.3%) | | |
| Physical Education | 23 | ( 8.0%) | 42 | (12.0%) |
| Art | 4 | ( 1.4%) | 10 | ( 3.0%) |
| Art Education | 3 | ( 1.0%) | | |
| Music | 14 | ( 4.9%) | 10 | ( 3.0%) |
| French | 1 | ( 0.3%) | 7 | ( 2.0%) |
| Spanish | 1 | ( 0.3%) | 2 | ( 1.0%) |
| Speech & Audiology | 5 | ( 1.7%) | 5 | ( 1.0%) |
| Home Economics | 15 | ( 5.2%) | 28 | ( 8.0%) |
| English | 7 | ( 2.4%) | 35 | (10.0%) |
| Library Science | 4 | ( 1.4%) | 6 | ( 2.0%) |
| Mathematics | 8 | ( 2.8%) | 18 | ( 5.0%) |
| History | 2 | ( 0.7%) | 19 | ( 5.0%) |
| Geography | 2 | ( 0.7%) | 3 | ( 1.0%) |

7. Were you classified as a North Carolina resident for tuition purposes while seeking your most recent degree?

| | | | | 1970 Results | |
|---|---|---|---|---|---|
| (1) | Yes | 259 | (91%) | 256 | (72%) |
| (2) | No | 24 | ( 8%) | 101 | (28%) |

8. Are you certified or eligible for certification as a public school teacher in this or any other state?

| | | | |
|---|---|---|---|
| (1) | Yes, in N. C. | 267 | (93%) |
| (2) | Yes, but not in N. C. | 6 | ( 2%) |
| (3) | No | 12 | ( 4%) |

9. Are you presently teaching?

| | | | | | 1970 Results | |
|---|---|---|---|---|---|---|
| (1) | Yes, in N. C. | 183 | (64%) | } | 250 | (71%) |
| (2) | Yes, but not in N. C. | 19 | ( 7%) | | | |
| (3) | No | 84 | (29%) | | 98 | (28%) |

10. If you are not presently teaching, have you taught since graduation from ECU? *

| | | | | | 1970 Results | |
|---|---|---|---|---|---|---|
| (1) | Yes, in N. C. | 4 | ( 5%) | } | 36 | (37%) |
| (2) | Yes, but not in N. C. | 3 | ( 3%) | | | |
| (3) | No - Please state reason for leaving teaching profession. | 77 | (92%) | | 62 | (63%) |

* 176 (61%) left this question blank as instructed

11. If you have not entered the teaching profession since graduation, please indicate primary reason. *

| | | | | 1970 Results | |
|---|---|---|---|---|---|
| Counselor | 13 | (16%) | } | 6 | (10%) |
| Temporary appointment | 2 | ( 3%) | | | |
| Pay too low | 1 | ( 1%) | | 9 | (15%) |
| No jobs available | 26 | (33%) | | 8 | (14%) |
| Other job | 12 | (15%) | | 19 | (33%) |
| Negative attitude toward teaching | 5 | ( 6%) | | 4 | ( 7%) |
| Graduate student | 17 | (21%) | | 4 | ( 7%) |
| Other reasons | 4 | ( 5%) | | 8 | (14%) |

* 206 (72%) left this question blank as instructed

12. Do you now feel satisfied with your selection of an undergraduate major field at ECU? *

| | | | | 1970 Results | |
|---|---|---|---|---|---|
| (1) | Yes | 219 | (89%) | 311 | (88%) |
| (2) | No, I wish I had chosen another field. | 28 | (11%) | 42 | (12%) |

* 13 (5%) did not receive undergraduate degree at ECU and 24 (8%) left this blank.

13. If you are employed, how related is your present job to your major field of study? *

| | | | |
|---|---|---|---|
| (1) | Directly related | 208 | (78%) |
| (2) | Somewhat related | 40 | (15%) |
| (3) | Not related at all | 19 | ( 7%) |

* 19 (6%) left this blank.

14. If you feel that you are employed outside of your major field of study, please indicate the main reason. *

| | | | |
|---|---|---|---|
| (1) | Never planned to work in that field | 6 | (11%) |
| (2) | Could not find an appropriate job in that area | 33 | (60%) |
| (3) | Developed a new career interest | 16 | (29%) |

* 230 (80%) left this blank as instructed.

15. As you compare yourself to graduates of other institutions in your particular field, how would you rate your training at ECU?

| | | | | 1970 Results | |
|---|---|---|---|---|---|
| (1) | Much better | 53 | (19%) | | |
| (2) | Better | 96 | (34%) | 331 | (95%) |
| (3) | About the same | 84 | (29%) | | |
| (4) | Worse | 8 | ( 3%) | 19 | ( 5%) |
| (5) | Do not know | 42 | (15%) | | |

## Section II - Competencies Gained and Applied in Work and Life

Regardless of the curriculum you majored in while pursuing your most recent degree, certain abilities or skills may have been developed during the process. Please note (A) the extent to which you possess the ability; (B) the extent to which the following abilities were developed as a result of pursuing your most recent degree; (C) the extent to which the abilities are applied in your current job; and (D) the extent to which the abilities are applied in your everyday life in areas other than employment.

The following data are presented in percentages of responses for each category, followed by the mean score of these responses based on the 1 - 4 scale as indicated in the category headings.

(A) Extent to which you possess the following skills and abilities:

| | Skills and Abilities | (1) Not at All % | (2) To a Small Extent % | (3) To Some Extent % | (4) To a Large Extent % | Mean Score For Item |
|---|---|---|---|---|---|---|
| 16. | Comprehending written material | * | 3 | 28 | 69 | 3.7 |
| 17. | Writing effectively | * | 11 | 42 | 47 | 3.4 |
| 18. | Speaking effectively | 1 | 10 | 43 | 46 | 3.4 |
| 19. | Developing new approaches to problems | 1 | 13 | 54 | 32 | 3.2 |
| 20. | Analyzing and evaluating ideas and presentations | 1 | 12 | 50 | 37 | 3.2 |
| 21. | Using library and research facilities | 2 | 20 | 49 | 29 | 3.0 |
| 22. | Supervising and leading | 3 | 11 | 47 | 40 | 3.2 |
| 23. | Cooperating with a work team | 0 | 6 | 33 | 61 | 3.6 |
| 24. | Persuading others to accept your ideas | 2 | 18 | 58 | 23 | 3.0 |
| 25. | Dealing with the public | 1 | 9 | 38 | 52 | 3.4 |
| 26. | Organizing time effectively | 2 | 14 | 40 | 44 | 3.3 |
| 27. | Meeting deadlines | 1 | 7 | 32 | 60 | 3.5 |
| 28. | Planning and organizing job related activities | 1 | 10 | 44 | 45 | 3.3 |

| | Skills and Abilities | (1) Not at All % | (2) To a Small Extent % | (3) To Some Extent % | (4) To a Large Extent % | Mean Score For Item |
|---|---|---|---|---|---|---|
| 29. | Working independently | * | 5 | 21 | 74 | 3.7 |
| 30. | Following instructions | * | 4 | 26 | 70 | 3.7 |
| 31. | Working on long term projects | 2 | 16 | 46 | 36 | 3.2 |
| 32. | Performing detailed and accurate work | 1 | 11 | 33 | 55 | 3.4 |
| 33. | Making mathematical computations | 5 | 26 | 47 | 23 | 2.9 |
| 34. | Interpreting numerical data | 6 | 29 | 44 | 21 | 2.8 |
| 35. | Using computers and analyzing computer printouts | 59 | 23 | 13 | 4 | 1.6 |

* Less than 1%

(B) Extent to which the following skills and abilities were enhanced in pursuit of most recent degree:

| | Skills and Abilities | (1) Not at All % | (2) To a Small Extent % | (3) To Some Extent % | (4) To a Large Extent % | Mean Score For Item |
|---|---|---|---|---|---|---|
| 16. | Comprehensing written material | 2 | 16 | 49 | 33 | 3.1 |
| 17. | Writing effectively | 3 | 24 | 39 | 34 | 3.0 |
| 18. | Speaking effectively | 4 | 17 | 37 | 42 | 3.2 |
| 19. | Developing new approaches to problems | 3 | 17 | 48 | 32 | 3.1 |
| 20. | Analyzing and evaluating ideas and presentations | 2 | 17 | 44 | 38 | 3.2 |
| 21. | Using library and research facilities | 4 | 19 | 33 | 45 | 3.2 |
| 22. | Supervising and leading | 5 | 22 | 37 | 36 | 3.0 |
| 23. | Cooperating with a work team | 4 | 17 | 35 | 44 | 3.2 |
| 24. | Persuading others to accept your ideas | 7 | 32 | 45 | 16 | 2.7 |

| Skills and Abilities | (1) Not at All % | (2) To a Small Extent % | (3) To Some Extent % | (4) To a Large Extent % | Mean Score For Item |
|---|---|---|---|---|---|
| 25. Dealing with the public | 8 | 24 | 37 | 31 | 2.9 |
| 26. Organizing time effectively | 6 | 19 | 37 | 38 | 3.1 |
| 27. Meeting deadlines | 5 | 15 | 30 | 51 | 3.3 |
| 28. Planning and organizing job related activities | 5 | 20 | 37 | 38 | 3.1 |
| 29. Working independently | 3 | 14 | 31 | 52 | 3.3 |
| 30. Following instructions | 4 | 15 | 30 | 52 | 3.3 |
| 31. Working on long term projects | 4 | 19 | 38 | 39 | 3.1 |
| 32. Performing detailed and accurate work | 3 | 16 | 36 | 45 | 3.2 |
| 33. Making mathematical computations | 17 | 36 | 33 | 13 | 2.4 |
| 34. Interpreting numerical data | 14 | 35 | 33 | 18 | 2.5 |
| 35. Using computers and analyzing computer printouts | 71 | 17 | 8 | 4 | 1.5 |

(C) Extent to which ability is applied in current employment:

| Skills and Abilities | (1) Not at All % | (2) To a Small Extent % | (3) To Some Extent % | (4) To a Large Extent % | Mean Score For Item |
|---|---|---|---|---|---|
| 16. Comprehending written material | 4 | 13 | 33 | 50 | 3.3 |
| 17. Writing effectively | 7 | 22 | 32 | 39 | 3.0 |
| 18. Speaking effectively | 2 | 5 | 21 | 72 | 3.6 |
| 19. Developing new approaches to problems | 4 | 9 | 35 | 52 | 3.4 |
| 20. Analyzing and evaluating ideas and presentations | 2 | 14 | 37 | 47 | 3.3 |
| 21. Using library and research facilities | 11 | 31 | 35 | 23 | 2.7 |

| | Skills and Abilities | (1) Not at All % | (2) To a Small Extent % | (3) To Some Extent % | (4) To a Large Extent % | Mean Score For Item |
|---|---|---|---|---|---|---|
| 22. | Supervising and leading | 2 | 11 | 25 | 61 | 3.5 |
| 23. | Cooperating with a work team | 1 | 12 | 26 | 61 | 3.5 |
| 24. | Persuading others to accept your ideas | 2 | 23 | 44 | 31 | 3.0 |
| 25. | Dealing with the public | 2 | 6 | 24 | 68 | 3.6 |
| 26. | Organizing time effectively | 1 | 5 | 26 | 68 | 3.6 |
| 27. | Meeting deadlines | 1 | 7 | 22 | 70 | 3.6 |
| 28. | Planning and organizing job related activities | 3 | 10 | 32 | 55 | 3.4 |
| 29. | Working independently | 2 | 5 | 27 | 65 | 3.6 |
| 30. | Following instructions | 1 | 10 | 26 | 63 | 3.5 |
| 31. | Working on long term projects | 5 | 19 | 39 | 37 | 3.1 |
| 32. | Performing detailed and accurate work | 2 | 10 | 32 | 55 | 3.4 |
| 33. | Making mathematical computations | 11 | 34 | 33 | 22 | 2.7 |
| 34. | Interpreting numerical data | 15 | 29 | 3, | 19 | 2.6 |
| 35. | Using computers and analyzing computer printouts | 67 | 19 | 9 | 5 | 1.5 |

(D) Extent to which ability is applied in everyday life outside of employment:

| | Skills and Abilities | (1) Not at All % | (2) To a Small Extent % | (3) To Some Extent % | (4) To a Large Extent % | Mean Score For Item |
|---|---|---|---|---|---|---|
| 16. | Comprehending written material | 1 | 11 | 43 | 45 | 3.3 |
| 17. | Writing effectively | 3 | 30 | 40 | 27 | 2.9 |
| 18. | Speaking effectively | 1 | 12 | 38 | 49 | 3.4 |
| 19. | Developing new approaches to problems | 1 | 19 | 46 | 34 | 3.1 |
| 20. | Analyzing and evaluating ideas and presentations | 3 | 21 | 44 | 33 | 3.1 |
| 21. | Using library and research facilities | 16 | 49 | 25 | 10 | 2.3 |
| 22. | Supervising and leading | 6 | 33 | 35 | 26 | 2.8 |
| 23. | Cooperating with a work team | 7 | 25 | 31 | 37 | 3.0 |
| 24. | Persuading others to accept your ideas | 2 | 30 | 49 | 19 | 2.6 |
| 25. | Dealing with the public | 3 | 16 | 36 | 45 | 3.2 |
| 26. | Organizing time effectively | 2 | 12 | 35 | 50 | 3.3 |
| 27. | Meeting deadlines | 3 | 14 | 34 | 48 | 3.3 |
| 28. | Planning and organizing job related activities | 7 | 26 | 38 | 29 | 2.9 |
| 29. | Working independently | 3 | 11 | 32 | 53 | 3.4 |
| 30. | Following instructions | 4 | 16 | 33 | 47 | 3.2 |
| 31. | Working on long term projects | 7 | 32 | 34 | 27 | 2.8 |
| 32. | Performing detailed and accurate work | 4 | 24 | 36 | 36 | 3.0 |
| 33. | Making mathematical computations | 9 | 39 | 36 | 16 | 2.6 |
| 34. | Interpreting numerical data | 16 | 40 | 31 | 12 | 2.4 |
| 35. | Using computers and analyzing computer printouts | 74 | 18 | 5 | 3 | 1.4 |

Table I

Comparison of Mean Scores* on Section II

Competencies Gained and Applied in Work and Life

* Mean scores are based on a 1-4 scale as follows:

(1) Not at all (2) To a small extent (3) To some extent
(4) To a large extent

| | Skills and Abilities | A Possess Ability | B Was Enhanced by Degree | C Is Applied at Work | D Is Applied in Life |
|---|---|---|---|---|---|
| 16. | Comprehending written material | 3.7 | 3.1 | 3.3 | 3.3 |
| 17. | Writing effectively | 3.4 | 3.0 | 3.0 | 2.9 |
| 18. | Speaking effectively | 3.4 | 3.2 | 3.6 | 3.4 |
| 19. | Developing new approaches to problems | 3.2 | 3.1 | 3.4 | 3.1 |
| 20. | Analyzing and evaluating ideas and presentations | 3.2 | 3.2 | 3.3 | 3.1 |
| 21. | Using library and research facilities | 3.0 | 3.2 | 2.7 | 2.3 |
| 22. | Supervising and leading | 3.2 | 3.0 | 3.5 | 2.8 |
| 23. | Cooperating with a work team | 3.6 | 3.2 | 3.5 | 3.0 |
| 24. | Persuading others to accept your ideas | 3.0 | 2.7 | 3.0 | 2.6 |
| 25. | Dealing with the public | 3.4 | 2.9 | 3.6 | 3.2 |
| 26. | Organizing time effectively | 3.3 | 3.1 | 3.6 | 3.3 |
| 27. | Meeting deadlines | 3.5 | 3.3 | 3.6 | 3.3 |
| 28. | Planning and organizing job related activities | 3.3 | 3.1 | 3.4 | 2.9 |
| 29. | Working independently | 3.7 | 3.3 | 3.6 | 3.4 |
| 30. | Following instructions | 3.7 | 3.3 | 3.5 | 3.2 |

Table I

(Continued)

Comparison of Mean Scores* on Section II

Competencies Gained and Applied in Work and Life

* Mean scores are based on a 1-4 scale as follows:

(1) Not at all (2) To a small extent (3) To some extent
(4) To a large extent

| | Skills and Abilities | A Possess Ability | B Was Enhanced by Degree | C Is Applied at Work | D Is Applied in Life |
|---|---|---|---|---|---|
| 31. | Working on long term projects | 3.2 | 3.1 | 3.1 | 2.8 |
| 32. | Performing detailed and accurate work | 3.4 | 3.2 | 3.4 | 3.0 |
| 33. | Making mathematical computations | 2.9 | 2.4 | 2.7 | 2.6 |
| 34. | Interpreting numerical data | 2.8 | 2.5 | 2.6 | 2.4 |
| 35. | Using computers and analyzing computer printouts | 1.6 | 1.5 | 1.5 | 1.4 |

Section III - About the Relevance of Your College Experience

NOTE: Respond to this section provided you are presently teaching or have been employed as a teacher since graduation from East Carolina University.

Listed below are 25 areas of college experience which, directly or indirectly, help to equip a graduate with the necessary skills and/or understandings to become a satisfactory classroom teacher. We want you to consider the list two ways. First, how important do you consider these experiences insofar as their relevance to classroom teaching is concerned? (Place score on the left of each item) Second, how much did your own college or university experience help you toward developing the skills and understandings necessary for successful classroom teacher performance? (Score on the right of each item) Please answer each question for each item in the list by scoring in the appropriate spaces.

The following data is presented in percentages of responses for each category, followed by the mean of these responses based on a 1-5 scale as indicated in the category headings. Scores in parentheses are equivalent scores from the 1970 Teacher Education Graduates Survey.

| 5 Very Important % | 4 Important % | 3 Of Some Importance % | 2 Of Little Importance % | 1 Of No Importance % | Mean Score For Item | | College Experiences | 5 Of Very Much Help % | 4 Of Much Help % | 3 Of Some Help % | 2 Of Very Little Help % | 1 Of No Help % | Mean Score For Item |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 60 (47) | 30 (39) | 9 (13) | 2 (0) | 0 (0) | 4.5 (4.3) | 36. | Required course work in subject matter academic area | 38 (39) | 40 (32) | 20 (26) | 3 (5) | 0 (0) | 4.1 (4.0) |
| 30 (31) | 41 (41) | 23 (24) | 5 (3) | 1 (0) | 4.0 (4.0) | 37. | Elective course work in subject matter academic area | 23 (25) | 37 (36) | 29 (33) | 10 (6) | 1 (0) | 3.7 (3.8) |
| 17 (12) | 27 (28) | 38 (40) | 16 (17) | 2 (4) | 3.4 (3.3) | 38. | Required course work in general education (first two years) | 10 (11) | 21 (17) | 47 (46) | 17 (21) | 6 (4) | 3.1 (3.0) |
| 13 (10) | 31 (34) | 38 (39) | 14 (15) | 5 (2) | 3.3 (3.4) | 39. | Elective course work in general education | 9 (11) | 20 (21) | 46 (47) | 18 (19) | 8 (3) | 3.0 (3.1) |
| 42 (31) | 32 (33) | 14 (20) | 8 (14) | 3 (2) | 4.0 (3.8) | 40. | Required course work in professional education (education courses) | 27 (24) | 31 (26) | 24 (28) | 11 (18) | 7 (4) | 3.6 (3.5) |
| 29 (21) | 36 (33) | 24 (34) | 6 (10) | 5 (2) | 3.8 (3.6) | 41. | Elective course work in professional education | 22 (18) | 29 (24) | 28 (39) | 13 (15) | 8 (3) | 3.4 (3.4) |

Section III - About the Relevance of Your College Experience

(Continued)

| 5 Very Important % | 4 Important % | 3 Of Some Importance % | 2 Of Little Importance % | 1 Of No Importance % | Mean Score For Item | | College Experiences | 5 Of Very Much Help % | 4 Of Much Help % | 3 Of Some Help % | 2 Of Very Little Help % | 1 Of No Help % | Mean Score For Item |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 34 (27) | 26 (35) | 31 (25) | 6 (11) | 2 (1) | 3.8 (3.8) | 42. | Required courses in psychology | 25 (22) | 22 (28) | 34 (32) | 14 (15) | 5 (3) | 3.5 (3.5) |
| 20 (20) | 26 (29) | 37 (35) | 13 (13) | 4 (3) | 3.4 (3.5) | 43. | Elective courses in psychology | 18 (18) | 18 (27) | 38 (36) | 19 (16) | 7 (3) | 3.2 (3.4) |
| 87 (81) | 8 (11) | 4 (6) | 1 (1) | 0 (0) | 4.8 (4.7) | 44. | Student Teaching | 70 (73) | 18 (15) | 7 (7) | 4 (4) | 1 (2) | 4.5 (4.5) |
| 34 (29) | 23 (28) | 24 (21) | 9 (8) | 9 (14) | 3.7 (3.5) | 45. | Observation of classroom activity via closed circuit television | 20 (19) | 16 (22) | 16 (24) | 14 (10) | 34 (25) | 2.8 (3.0) |
| 52 | 23 | 16 | 5 | 3 | 4.2 | 46. | Courses of course components on reading problems | 26 | 17 | 25 | 17 | 15 | 3.2 |
| 54 (43) | 32 (32) | 12 (18) | 3 (6) | 1 (2) | 4.4 (4.1) | 47. | In-person observation of classroom activity | 33 (39) | 29 (25) | 26 (24) | 7 (10) | 5 (2) | 3.8 (3.9) |
| 37 (39) | 34 (45) | 23 (13) | 5 (2) | 1 (1) | 4.0 (4.2) | 48. | Participation as a member of a small class, or a seminar | 27 (35) | 26 (38) | 32 (19) | 12 (5) | 3 (2) | 3.6 (3.9) |
| 34 (38) | 36 (36) | 22 (18) | 6 (7) | 2 (2) | 3.9 (4.1) | 49. | Use of audio-visual media in the college classroom | 24 (30) | 22 (32) | 29 (26) | 17 (8) | 8 (4) | 3.4 (3.8) |
| 44 (39) | 32 (35) | 18 (21) | 6 (5) | 0 (0) | 4.1 (4.1) | 50. | Library resources | 30 (31) | 29 (31) | 27 (27) | 13 (9) | 1 (2) | 3.8 (3.8) |
| 17 (9) | 26 (25) | 44 (36) | 11 (24) | 2 (6) | 3.5 (3.1) | 51. | Assignment of written papers and reports | 13 (10) | 25 (20) | 42 (38) | 16 (25) | 4 (6) | 3.3 (3.0) |

Section III - About the Relevance of Your College Experience

(Continued)

| 5 Very Important % | 4 Important % | 3 Of Some Importance % | 2 Of Little Importance % | 1 Of No Importance % | Mean Score For Item | | College Experiences | 5 Of Very Much Help % | 4 Of Much Help % | 3 Of Some Help % | 2 Of Very Little Help % | 1 Of No Help % | Mean Score For Item |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 36 (38) | 37 (39) | 23 (17) | 4 (4) | 1 (1) | 4.0 (4.1) | 52. | Participation in "discussion" classes | 27 (35) | 32 (35) | 28 (22) | 11 (7) | 2 (1) | 3.7 (4.0) |
| 6 (4) | 34 (18) | 42 (39) | 14 (30) | 4 (9) | 3.3 (2.8) | 53. | Objective (multiple choice, true-false, etc.) examinations | 8 (3) | 27 (14) | 43 (38) | 17 (30) | 5 (15) | 3.2 (2.6) |
| 20 (14) | 41 (34) | 30 (33) | 7 (15) | 2 (4) | 3.7 (3.4) | 54. | Essay-type examinations | 13 (14) | 34 (28) | 39 (32) | 10 (21) | 3 (5) | 3.4 (3.3) |
| 28 (13) | 40 (25) | 25 (39) | 5 (17) | 2 (6) | 3.9 (3.2) | 55. | Standards used in determining grades, retention, and graduation | 14 (10) | 33 (21) | 33 (36) | 13 (24) | 7 (10) | 3.3 (3.0) |
| 40 (16) | 31 (37) | 17 (29) | 7 (13) | 5 (4) | 3.9 (3.5) | 56. | Standards used for admission to teacher education | 18 (10) | 29 (29) | 29 (36) | 14 (16) | 10 (9) | 3.3 (3.2) |
| 50 (39) | 33 (34) | 11 (15) | 5 (8) | 1 (4) | 4.3 (4.0) | 57. | Relationships with academic advisors | 32 (28) | 29 (30) | 20 (21) | 14 (13) | 5 (8) | 3.7 (3.6) |
| 52 (51) | 34 (38) | 12 (8) | 1 (2) | 1 (1) | 4.3 (4.4) | 58. | Relationships with other students | 46 (46) | 30 (38) | 18 (11) | 5 (3) | 1 (2) | 4.1 (4.2) |
| 26 (33) | 22 (31) | 21 (16) | 15 (8) | 16 (11) | 3.3 (3.6) | 59. | Dormitory living | 24 (37) | 18 (25) | 23 (17) | 13 (7) | 22 (14) | 3.1 (3.6) |
| 32 (27) | 34 (36) | 21 (24) | 10 (8) | 3 (5) | 3.8 (3.7) | 60. | Informal contacts with faculty | 25 (26) | 24 (28) | 30 (24) | 14 (14) | 7 (8) | 3.5 (3.5) |

## Section IV - About Your Teaching

NOTE: Respond to this section provided you are presently teaching. Obviously, the "correct" answer to each of these questions should be "yes." Rate yourself, using the numbers 1 through 5, with 1 representing the weakest "yes" and 5 the strongest "yes."

The following data is presented in percentages of responses followed by the mean of these responses based on a 1-5 scale as indicated in the above paragraph. Scores in parentheses are equivalent scores from the 1970 Teacher Education Graduates Survey.

| | Questions | 5 Strongest Yes % | 4 Strong Yes % | 3 Yes % | 2 Weak Yes % | 1 Weakest Yes % | Mean Score For Item | 1970 Mean Score |
|---|---|---|---|---|---|---|---|---|
| 61. | Am I friendly toward pupils and colleagues and considerate of them? | 69 | 29 | 1 | 1 | 0 | 4.65 | (4.56) |
| 62. | Do I avoid, and encourage pupils to avoid, stereotyping or discrimination on the basis of race or sex? | 58 | 33 | 8 | 1 | 1 | 4.45 | ---- |
| 63. | Do I refrain from being critical of other teachers, administrators, and schools in front of pupils? | 65 | 24 | 9 | 2 | 1 | 4.51 | (4.56) |
| 64. | Do I cooperate with my principal and supervisors as I expect them to cooperate with me? | 74 | 22 | 3 | 0 | 0 | 4.71 | (4.72) |
| 65. | Do I conscientiously observe my before-class and after-class hours? | 43 | 37 | 17 | 2 | 1 | 4.19 | (4.13) |
| 66. | Do I devote to my school or related professional duties at least a reasonable amount of time other than that actually spent in class? | 57 | 25 | 13 | 2 | 2 | 4.31 | (4.25) |
| 67. | Am I reasonably careful about my personal appearance? | 70 | 27 | 3 | 1 | 0 | 4.65 | (4.50) |
| 68. | Do I perform required school duties conscientiously? | 66 | 32 | 2 | 0 | 0 | 4.64 | (4.60) |
| 69. | Do my actions show my interest in improving the standards of my school? | 54 | 35 | 11 | 1 | 0 | 4.42 | (4.34) |
| 70. | Am I punctual in meeting and dismissing my pupils? | 64 | 30 | 5 | 1 | 0 | 4.56 | (4.49) |

Section IV - About Your Teaching

(Continued)

| | Questions | 5 Strongest Yes % | 4 Strong Yes % | 3 Yes % | 2 Weak Yes % | 1 Weakest Yes % | Mean Score For Item | 1970 Mean Score |
|---|---|---|---|---|---|---|---|---|
| 71. | Have I got a plan and am I always prepared for teaching my class? | 52 | 37 | 9 | 1 | 0 | 4.40 | (4.24) |
| 72. | Do I return papers and other work projects to my pupils as promptly as I expect them to turn them in to me? | 56 | 31 | 11 | 2 | 0 | 4.41 | (4.24) |
| 73. | Am I fair, impartial, and unprejudiced in determining grades? | 54 | 40 | 5 | 0 | 1 | 4.47 | (4.46) |
| 74. | Do I maintain productive classroom discipline? | 39 | 47 | 13 | 1 | 0 | 4.24 | ---- |
| 75. | Am I able to recognize reading problems in my classes? | 42 | 36 | 18 | 3 | 2 | 4.14 | ---- |
| 76. | Do I always control the direction of class discussion avoiding digression and waste of time? | 19 | 55 | 24 | 2 | 1 | 3.90 | (3.92) |
| 77. | Have I let my pupils know that I am interested in them personally and that I am willing to help them? | 74 | 23 | 4 | 0 | 0 | 4.70 | (4.53) |
| 78. | Do my pupils have to work hard for the grades they get? | 36 | 48 | 15 | 2 | 0 | 4.18 | (4.00) |
| 79. | Am I emotionally well-controlled in front of my class, conducting my class in a pleasant, tension-free atmosphere? | 49 | 46 | 5 | 1 | 0 | 4.42 | (4.23) |
| 80. | Do I keep up professionally in my area of teaching by activities such as reading, writing, attending professional meetings, and belonging to professional societies? | 36 | 36 | 21 | 4 | 3 | 3.98 | (3.64) |

Section V - Open Ended Questions

Responses to the following questions were grouped into generalized categories for analysis. For each question, the category of response, the frequency, and percentage for that category are given.

I. Please feel free to comment on your teacher education program at ECU.

| Category of Response | Number of Responses | Percentage Distribution |
|---|---|---|
| Generally favorable | 68 | 48% |
| Generally less than favorable | 29 | 21 |
| Need more practical courses | 20 | 14 |
| Need more emphasis on specific subjects | 15 | 11 |
| Education courses weak | 9 | 6 |
| Total | 141 | 100% |

II. Please feel free to comment generally on ECU.

| Category of Response | Number of Responses | Percentage Distribution |
|---|---|---|
| Generally favorable | 84 | 70% |
| Generally unfavorable | 15 | 13 |
| Raise standards of school | 11 | 9 |
| Recommend changes in Administration | 9 | 8 |
| Total | 119 | 100% |

Section V - Open Ended Questions
(Continued)

III. Please feel free to comment generally on this questionnaire.

| Category of Response | Number of Responses | Percentage Distribution |
|---|---|---|
| Generally favorable | 62 | 61% |
| Generally unfavorable | 13 | 13 |
| Need additional breakdown | 13 | 13 |
| Survey was irrelevant at times | 13 | 13 |
| Total | 101 | 100% |